CHAPTER – II

REVIEW OF RELATED LITERATURE

A research work is not meaningful without a thorough analysis of the related work. The search of related literature should be completed before proceeding with the actual conduct of the study. Survey of related literature serves the following purposes as:

- The knowledge of related research enables the investigator to know the frontiers of his field.
- Through studying related research, one learns which procedure and instruments have proved useful in the study.
- Although search through the related works avoids unintentional replication of the previous studies.
- The knowledge of related research helps the researcher to interpret the significance of his own results.
- To show whether the evidence already available, solves the problems adequately without further investigation, and thus to avoid the risk of duplication.
- To provide ideas, theories, explanation or hypotheses valuable in formulating the problem.
• To suggest methods of research appropriate to the problem.

• To locate comparative data useful in the interpretation of the results.

According to J.W. Best (1977), “Familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods of attacks have been promising and what problems remains to be solved”

Practically all human knowledge can be found in books and libraries. So extensive use of the library and through investigation of related literature are essential in planning and carrying out the kind of searching involved.

Hence review of related literature is a valuable guide to define the problem, recognizing its significance, suggesting promising data, gathering tools and devices appropriate to the study design and also sources of data. In the present study Emotional Intelligence, School Adjustment and Study Habits are independent variables and the Academic achievement is a dependent variable. The studies related to independent and dependent variable are reviewed in this chapter.
2.1 Studies Related to Emotional Intelligence and Academic achievement.

*Ruth N. Nwaka* (2016) Emotional Intelligence as a Correlate of Social and Academic Adjustment of First Year University Students in South East GEO–Political Zone of Nigeria, *Janet Ngozi Igbo, , Felicia Mbagwu, Dan Mezieobi, , Igbo, Vol 5, No 1*

The ability of passing through secondary school to the university level can be a stressful experience for many new undergraduate students. One of the challenges that they are confronted with is the need to develop their emotional intelligence and to adjust to the new environment. The present study was carried out to find out how emotional intelligence correlates with social and academic adjustment of first-year university students. A total of 200 first-year students from four functional faculties of education in federal universities in South-east geo-political zone of Nigeria with an objective to find out how emotional intelligence correlates with social and academic adjustment of first-year university students. The researchers applied Pearson product moment correlation in analyzing the data and for answering the research questions and Regression analysis for testing the two research hypotheses at 0.05 level of significance. Results of the study showed that emotional intelligence correlated positively with social and academic adjustment of first-year students and that emotional intelligence
significantly predicted first-year students’ social and academic adjustment in school.


The study was undertaken to study Emotional Intelligence and Academic Achievement of Higher Secondary Students. The sample of the study compromised of 200 higher secondary students (N=100 Boys and 100 Girls) of 12th grade selected randomly from various higher secondary schools of district Budgam. Roqan Emotional intelligence test was used to collect data from the selected sample. The aggregate marks of previous two classes were taken as their academic achievement. Percentage, mean, standard deviation and t test were used for the analysis of data. The findings of the study revealed that Male and Female Higher Secondary Students differ significantly on the Composite Score of Emotional intelligence. The study further highlighted that Male Higher Secondary Students have higher Academic achievement than Female Higher Secondary students.

Background: In today’s era of technology, intelligence and success are not viewed the same way they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. Academic achievement is based on creativity, emotions, and interpersonal skills. Methods: The aim of this study was to see whether there is a relationship between emotional intelligence and academic success. Study was done on 1st MBBS students of Govt. Medical College, Bhavnagar. The sample size was 75 students (boys and girls). The emotional intelligence questionnaire from Institute for Health and Human Potential was given to the students, Depending on the EQ score we divided the students in to five groups and compared with their academic performance. Results: Study showed inverse relationship between emotional intelligence and academic achievement. Conclusion: There is a negative relation among emotional intelligence and academic achievement of the participants.

Chamundeswari (2013) studied “Emotional Intelligence and Academic Achievement among Students at the Higher Secondary Level”.

The present study aims to investigate emotional intelligence and academic achievement of students at the higher secondary level. Using random sampling technique 321 students, from the higher secondary level in different systems of education, namely, state, matriculation and central board schools are chosen. The Emotional Intelligence Scale (Hyde and others, 2002) has been used to assess the emotional intelligence and
the marks scored in Science were taken from their half yearly performance. The data collected is subjected to statistical analysis, namely, mean, standard deviation, ‘t’- test, ‘F’- ratio, Karl Pearson’s Product Moment Correlation Co-efficient ‘r’. Results show a positive significant correlation between emotional intelligence and academic achievement among the students. Further the students belonging to the central board schools have a higher level of emotional intelligence compared to students in state board but did not differ with students in matriculation board schools at the higher secondary level. Similarly, students belonging to central board schools are found to perform better in academics compared to students in state and matriculation board schools at the higher secondary level.


This study investigates the influence of Emotional Intelligence on academic achievement among students of Education Faculty, Universiti Teknologi Mara (UiTM). The data of this research were obtained through the use of a questionnaire which elicits information on the students’ Emotional Intelligence level as well as their academic performance. The results of the study reveal that the respondents have high level of Emotional Intelligence. Two domains (Self-Emotion Appraisal and
Understanding of Emotion) of the Emotional Intelligence investigated are found to be significantly and positively associated with the respondents’ academic achievement. The findings of the study hold import antimplications on the value of Emotional Intelligence and their relationships to students’ academic performance especially among pre-service teachers.

Upadhyaya (2013) undertook “A Study of the Relationship between Emotional Intelligence and Academic Achievement among Student-Teachers”.

The present study is an attempt to explore the relationship between emotional intelligence and academic achievement among student-teachers. The Test of Emotional Intelligence of K.S. Misra was used to assess the emotional intelligence of student-teachers and the marks obtained by the student-teachers in theory and practical examination served as an index of academic achievement.

The objectives of the study were:

1. To study the relationship between emotional intelligence and academic achievement among student-teachers.

2. To compare academic achievement of student-teachers with high and low level of emotional intelligence.

The sample for the study comprised of 97 B. Ed. students of Allahabad city. Test of Emotional Intelligence (Student-Teacher Form)
developed by K. S. Misra was used as a tool for the study. Marks obtained by the student-teachers in theory and practical examination served as an index of academic achievement. High and low groups of emotional intelligence were formed on the basis of Mean ± 1S.D. (Mean = 20.10 and S. D. = 4.49). Product moment coefficients of correlation and t-ratio were computed for the analysis of the data.

The findings of the study revealed that emotional intelligence is positively related to academic achievement (theory and practice) and student-teachers with high emotional intelligence scored better in theory and practical examination than the student-teachers with low emotional intelligence.

**Bhadouria (2013)** studied “Role of Emotional Intelligence for Academic Motivation of Students”.

The objectives of the study were- to study the relationship between emotional intelligence academic motivations and to compare the emotional intelligence of students with high and low academic motivation. Sample for the study included 156 (78 boys and 78 girls) class XI of Allahabad city. ‘Test of Emotional Intelligence (Student-Form)’ of K. S. Misra, and ‘Academic Motivation Inventory’ developed by J. P. Srivastava were used as tools for the study. The data were analyzed with the help of product moment coefficients of correlation and ANOVA. The findings of the study revealed positive relationship between emotional
intelligence and academic motivation. The study also revealed that students with high, moderate and low academic motivation differ from one another on emotional intelligence. From the thorough study of review of literature on emotional intelligence and academic achievement the outcomes are the factors which are significantly related to emotional intelligence and their effect on academic achievement and by emphasizing on those we can improve the quality education for high academic achievement and social intelligence as well by students.

**Adeoye (2010)** investigated “The Impact of Emotional Intelligence and Self-efficacy Training on Academic Achievement in English Language of Students in Senior Secondary Schools”.

The sample consisted of 270 participants drawn from nine co-educational schools across three selected educational zones. Simple random sampling technique was used to select three schools from each zone among those that met the inclusion criteria set for the study. Adopting a pre-test, post-test, control group quasi-experimental design, one null hypothesis was tested at 0.05 level of significance. Using emotional intelligence training package (EIPTA), self efficacy training package (SEPTA) and English Language Achievement Test (r = 0.73), the administration of interventions lasted for eight weeks. Data were analyzed using ANCOVA and the Duncan post hoc test to examine the impact of emotional intelligence and self efficacy training on the achievement of senior secondary school students in English language.
There was a significant main effect of treatment on students academic achievement in English language ($F_{(2,269)} = 364.447$, $P<0.05$), and found students exposed to emotional intelligence training ($x=42.81$) performed better in the English language achievement test than those in the self efficacy training group ($x=33.88$) and those in the control group ($x=27.89$). Though emotional intelligence and self-efficacy training tremendously enhanced the performance of the students in English language, emotional intelligence training had a more significant impact on students academic achievement. It is recommended that students academic achievement should be enhanced with the use of emotional intelligence and self-efficacy training.

**Indu and Nishakumari (2010)** conducted “A Study on Emotional Intelligence of College Students”.

The major objectives of the study were: (i) to examine the sex differences in emotional intelligence. (ii) to examine the difference between graduate and post graduate students on emotional intelligence. (iii) to examine the role, if any, that subject specialization play when predicting the emotional intelligence of Arts, Science and Commerce students. Survey method was chosen in this study. The study was conducted on under graduate and post graduate students from various colleges in Coimbatore city. The sample size was 504. The major findings were: (i) there is no significant difference between emotional intelligence of male and female students; (ii) under graduate and post graduate
students showed significant difference in their emotional intelligence (iii); and there is no significant difference in the total emotional intelligence of Arts, Science and Commerce students, but there is significant difference in the dimensions like interpersonal skill and adaptability.

**Patil (2010)** conducted “A Study on Emotional Intelligence among Student Teachers in Relation to General Intelligence and Academic Achievement”.

The major objectives of the study were: (i) to study the emotional intelligence among student teachers (ii) to study the general intelligence among student teachers (iii) to study the academic achievement among student teachers (iv) to study emotional intelligence among student teachers in relation to general intelligence (v) to study emotional intelligence among student teachers in relation to academic achievement. In the present study descriptive survey method was employed. For the purpose of the study 141 student teachers studying in the colleges of education in Satara city were selected. The findings of the study prove that there is no relationship between emotional intelligence and general intelligence. It also reveals that emotional intelligence has no relationship with academic achievement of student teachers.

**Sivalingam and Sivakumar (2010)** conducted “A Study on Locus of Control and Academic Achievement of B.Ed. Students in Colleges of Education”.

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The major objectives of the study were: (i) to study the locus of control of B.Ed. students in the colleges of education; (ii) to study the academic achievement of B.Ed. students in the colleges of education and (iii) to study the relationship between locus of control and academic achievement of the B.Ed. students in the colleges of education. Survey method used to collect the data. The sample consists of 235 B.Ed. college students from three B.Ed. colleges in Dindigul Educational District. The major findings were: (i) there is no significant difference between male and female students in their locus of control; (ii) there is a significant difference between male and female students in their academic achievement; (iii) there is no significant difference between rural and urban students in locus of control; (iv) there is no significant difference between rural and urban students in academic achievement; (v) there is no significant relationship between the locus of control and academic achievement among male students; (vi) there is a significant relationship between the locus of control and academic achievement among female students; (vii) there is significant difference between the locus of control and academic achievement among rural students.

Vijayakumari (2009) conducted “A Study on Some Correlates of Academic Achievement of Secondary School Students”.

The major objectives of the study were: (i) to find out whether the variable academic achievement is significantly related to achievement motivation and academic anxiety. (ii) to find out whether the variables
academic anxiety, academic motivation and sex have significant main effects of academic achievement. (iii) to find out whether the variables academic anxiety, academic motivation and sex have significant interaction effects on academic achievement. The study was conducted on a sample of 400 students of standard IX selected through stratified sampling technique from various schools of Kerala. The dependent variable, academic achievement was measured from the respective school records. The variable academic motivation was measured using the tool ‘scale of academic motivation’ by Pillai and Salimkumar (1994). Findings of the study reveal that academic achievement is negatively related to academic anxiety and positively related to academic motivation. The main effects of the three variables, academic anxiety, academic motivation and sex on academic achievement is significant and the interaction effect of academic anxiety and sex as well as academic motivation and sex are significant.

Umadevi (2009) conducted “A Study on Relationship between Emotional Intelligence, Achievement Motivation and Academic Achievement”.

The major objectives of the study were: (i) to find out the relationship between emotional intelligence and academic achievement of student teachers. (ii) to find out the relationship between academic motivation and academic achievement of student teachers. (iii) to compare the emotional intelligence and academic motivation of student
teachers with respect to sex, Arts and Science groups. Normative survey method was adopted for the present study. The present study was conducted on a sample of 200 primary school student teachers studying in various B.Ed. colleges of Davanagere city, which included 100 boys and 100 girls and 131 Arts students and 69 Science students. Emotional intelligence developed by Shailendra Singh (2004) was used. Academic motivation test developed by Bhargava, V. P. (1994) was used to measure academic motivation. The annual scores of II year PUC board examination constituted academic achievement scores. The obtained raw scores were converted into T-scores. The major findings were: (i) there was a positive relationship between emotional intelligence and academic achievement of primary school student teachers; (ii) there was a positive relationship between academic motivation and academic achievement of primary school student teachers; and (iii) male and female student teacher, arts and science student teachers did not differ in emotional intelligence and in academic motivation.

Yueh-Chin Ma (2007) studied on Vocational High School Students' Emotional Intelligence, Self-Concept and Academic Performance: Also on The Influence of Homeroom Teacher's Emotional Intelligence. The main purpose of this study was to understand whether students' emotional intelligence, self-concept and academic performance would influenced while they got along with their homeroom teacher. This study adopts Stratified Random Sampling,
selecting the subjects from vocational high school students in Tainan county. A total of 331 (male 211, female 120) vocational high school students from nine classes of the 10th, 11th, 12th grades were sampled to respond to "Scales of Homeroom Teacher's Emotional Intelligence", "Scales of Student's Emotional Intelligence", and "Scales of Self-Concept", in which the students were guided by four male homeroom teachers and three female homeroom teachers. Subjects will be tested two times every six months, to explore whether their emotional intelligence, self-concept and academic performance will be influenced during the six months of getting along with their homeroom teacher. The employed methods included Descriptive Statistics, t-test, one-way ANOVA, Pearson Correlation Analysis, and Regression Analysis. The main findings of this study were as follows; i) There are positive correlations between the students' emotional intelligence (before the test)-the expression of emotion and their academic performance (after the test)-Chinese and English; ii) There are positive correlations between the students' emotional intelligence (before and after the test)-the understanding of emotion, the expression of emotion, the adjustment of emotion and the employment of emotion and their self-concept (before and after the test)-the self of family, morality, society, identity, criticizing, physiology, and psychology; iii) There are positive correlations between the students' self concept (before the test)-the family's self,
the moral self, and their academic performance (after the test) - English. There are also positive correlations between the students' self-concept - the self contentment, the self criticizing, and their academic performance; iv) There are positive correlations between the students' academic performance (before the test) - English and their self concept (after the test) - the moral self. There are also positive correlations between the students' academic performance - mathematics and their self-concept - the family's self and the self criticizing; v) There are positive correlations between the homeroom teacher's emotional intelligence and the students' academic performance (before and after the test). But there are no positive correlations between the homeroom teacher's emotional intelligence and the students' emotional intelligence (before and after the test) and their self-concept (before and after the test); vi) Part of the students' emotional intelligence (before the test), their self-concept (before the test), their family's income and academic performance (after the test) is influenced by their homeroom teacher's emotional intelligence.

Habibah Elias, Rahil Mahyuddin, Maria Chong Abdullah, Samsilah Roslan, Nooreen Noordin and Omar Fauzee (2007) studied on Emotional Intelligence of at Risk Students in Malaysian Secondary Schools.

At-risk students in this study are those with low academic achievement and with behavioral problems. The study utilizes the
descriptive survey method. The sample of this study comprised of 688 secondary school students who are at-risk and their average age was sixteen. Findings indicate that the mean EQ of at-risk students were rather low (mean= 57.67, SD=0.26). The mean scores for the three sub-scales of EQ among the students were 18.91 for Emotional Self-Awareness (ESA), 14.94 for Emotional Expression (EE), and 24.18 for Emotional Awareness of others (EAO). Based on the scoring grid suggested by Cooper and Sawaf (1996), both ESA and EE students were found to be vulnerable (ESA:19- 23;EE:13-16), except for EAO which was found to be proficient (22-27). Research findings also indicate significant gender differences(t=4.103,p<.05) in EQ scores among at-risk students with female students obtained a higher mean compared to the males. In addition results also found positive and significant correlations between EQ and the following variables namely academic achievement (r=.195, p<.05), self-esteem (r=.361, p<.05), achievement motivation (r=.354, p<.05), Mathematics self-efficacy (r=.310,p<.05) and English self-efficacy (r=.498, p<.05).

Darsana (2007) conducted “A Study on Relationship between Emotional Intelligence and Certain Achievement Facilitating Variables of Higher Secondary School Students”.

The major objectives of the study were: (i) to find the relationship between emotional intelligence and achievement facilitating variables for
the whole sample and relevant sub-sample. (ii) to compare emotional intelligence of groups in pairs classified on the basis of sex, locality of the school, nature of school, management and socio-economic status. The study has been conducted on representative sample of 387 higher secondary school students of Kollam district in Kerala selected on the basis of stratified sampling techniques. The major findings were: (i) there is substantial or marked relationship between emotional intelligence and socio-economic status for the whole sample and sub-samples-boys, urban subjects, rural subjects and government institutions; and (ii) there is no marked relationship between components of emotional intelligence and self-concept for the whole sample and sub-sample-boys, girls, urban subjects, rural subjects, government institutions and private institutions.

Subramanyam and Rao (2007) conducted “A Study on Academic Achievement and Emotional Intelligence of Secondary School Children”.

The major objectives of this study were: (i) to assess the impact of gender on emotional intelligence of secondary school students. (ii) to assess the impact of gender on academic achievement of secondary school students. (iii) to assess the relationship between emotional intelligence and academic achievement of secondary school students. The sample 30 boys and 30 girls were randomly selected from class X of a municipal high school in Tirupati town in Andhra Pradesh. The major findings were: (i) there is no significant difference between boys and girls with regard to their emotional intelligence. (ii) there is no significant
difference between boys and girls with regard to their academic achievement. (iii) there is no relation between academic achievement and emotional intelligence.


150 students of Xth class from different Government Schools in Chandigarh were selected randomly for assessment of gender differences in emotional intelligence. The data was collected through standardized “Emotional Intelligence Test”. The findings revealed that majority of boys, girls and the total sample had good followed by low emotional intelligence. Girls were found to have higher emotional intelligence than that of boys. However the difference touched only 0.10 level, hence findings are just suggestive of the trend.

**Parker (2004)** studied “The Relationship between Emotional Intelligence and Academic Achievement in High School Students”. Students (N=667) attending a high school in Huntsville, Alabama completed the emotional quotient inventory (EQ-i:YV). At the end of the academic year the EQ-i:YV data was matched with students’ academic records for the year. When EQ-i:YV variables were compared in groups who had achieved very different levels of academic success (highly successful students, moderately successful, and less successful based on
grade-point-average for the year), academic success was strongly associated with several dimensions of emotional intelligence.

Nicola S. Schutte (2002) Studied the Characteristic emotional intelligence and emotional well-being. Both theory and previous research suggest a link between emotional intelligence and emotional well-being. Emotional intelligence includes the ability to understand and regulate emotions; emotional well-being includes positive mood and high self-esteem. Two studies investigated the relationship between emotional intelligence and mood, and between emotional intelligence and self-esteem. The results of these studies indicated that higher emotional intelligence was associated with characteristically positive mood and higher self-esteem. The results of a third study indicated that higher emotional intelligence was associated with a higher positive mood state and greater state self-esteem. The third study also investigated the role of emotional intelligence in mood and self-esteem regulation and found that individuals with higher emotional intelligence showed less of a decrease in positive mood and self-esteem after a negative state induction using the Velten method, and showed more of an increase in positive mood, but not in self-esteem, after a positive state induction.

Diseth (2002) investigated “The Relationship between Intelligence, Approaches to Learning and Academic Achievement”.
Factor analysis supported a one-factor solution of the three intelligence tests as an expression of general intelligence. No relationship between general intelligence and approaches to learning was observed. The Wechsler Adult Intelligence Scale (WAIS) vocabulary test of intelligence and the surface approach to learning were negatively correlated. The WAIS vocabulary test of intelligence and the surface approach to learning predicted academic achievement. Multiple regression analysis showed interaction effects between deep-strategic and surface-strategic approaches to learning as predictors of academic achievement. The findings support the construct validity of approaches to learning due to its independence of intelligence.

Dely Lazarte Elliot (2001) Conducted Situating Emotional Intelligence in Higher Education

Centre for Learning Effectiveness. The Scottish Further Education Unit. Generally, raising educational standards in the teaching and learning process has always been high on the agenda but it was only recently that more academics began exploring the role of emotions in enhancing the teaching and learning process. In this study, an investigation of a possible link between the emotional intelligence of university educators and the productiveness of the hidden curriculum in the Thai setting was made. Participating educators (N=60) completed two questionnaires which were both translated into Thai. Both the Bar-
On Emotional Quotient Inventory (Bar-On EQ-i) and The Hidden Curriculum Scale (HCS - Teacher Version) were distributed amongst Thai university teachers whilst only The Hidden Curriculum Scale (HCS - Student Version) was distributed amongst their students (N=586). The results obtained suggested that emotional intelligence – from both the educators’ and the students’ perspective – has a positive and significant correlation with the productiveness of the hidden curriculum. The insights gained from this research are significant for the teaching and learning process as well as the quality of the classroom atmosphere in Thai higher education and may suggest how improvements can be made in other relevant contexts.

Nanda Salem Abisamra (2000) Studied the Relationship between Emotional Intelligence and Academic Achievement in Eleventh Graders. Auburn University at Montgomery Research in Education

We are at the beginning of a new century, and intelligence and success are not viewed the same way they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. The whole child/student has become the center of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills. The Multiple Intelligences theory has been introduced by Howard Gardner (1983), and the Emotional Intelligence theory by Mayer & Salovey (1990) then Goleman (1995). IQ
alone is no more the only measure for success; emotional intelligence, social intelligence, and luck also play a big role in a person's success (Goleman, 1995). The purpose of this study is to see whether there is a relationship between emotional intelligence and academic success. Do high achievers in 11th grade have a high emotional intelligence level or isn’t there any relationship between their achievement and their emotional intelligence? So, the population of this study will be the 11th graders in Montgomery, Alabama. The sample will be 500 11th graders boys and girls from public and private schools in Montgomery, Alabama. The sampling will be stratified, making sure that schools, genders, races, socioeconomic statuses, and abilities will be appropriately represented. The sample will be given the Baron Emotional Quotient Inventory (EQ-i) which is the first scientifically developed and validated measure of emotional intelligence. The Baron EQ-i consists of 133 items and takes approximately 30 minutes to complete. We shall calculate the mean of all the grades each of the 500 students has had for the last semester (this study being done in the second semester of school), separating the high from the middle and the low achievers. Afterwards we shall compare these grades with the Emotional Intelligence level of each student, to see whether there is a relationship between emotional intelligence and academic achievement or not, in order for us to be able to accept or reject our hypothesis. Based on similar studies done in the past, the researcher expects to reject the null hypothesis and find a relationship
between emotional intelligence and academic achievement, hence incorporate emotional intelligence in the schools curricula.

2.2 Studies Related to School Adjustment and Academic achievement


The present study was conducted on Adjustment, Level of Aspiration, self-concept and Academic Achievement of Visually Handicapped School Children of Assam. The data were collected from a sample of 400 visually handicapped children 200 boys and 200 girls who were studying in the classes VI to X (age 12 to 16 years) in six visually handicapped schools of lower and upper Assam selected by using simple random technique. The descriptive survey method was used for data collection using (i)Adjustment Inventory standardized by A.K.P Sinha and R.P. Singh; (ii) Self -Concept Inventory standardized by Raj Kumar Saraswat; (iii) Level of Educational Aspiration constructed by J.C. Soni and (iv) Academic Achievement from School Record. The study reported that the adjustment of visually handicapped boys and girls was found similar on overall adjustment. It also revealed that there existed no relationship between (a) adjustment and level of educational aspirations;
(b) adjustment and self-concept and (c) adjustment and academic achievement of visually handicapped children.

**Muhammad Maqsood (2015)** Psychological Adjustment and Academic Achievement among Adolescents, *Journal of Education and Practice, v6 n1 p39-42*

This study was studied that emotional and behavioural problems of young students who are directly related to their academic achievement and thus play a vital role in the development of young learners carrier. This study helped to fill a gap by conducting an exploration of psychological adjustment and academic achievement among adolescents. It also examined the gender differences on psychological adjustment and academic achievement. Purposive sampling technique was used in this study with sample size of one hundred and twenty (N = 120) students, sixty female (N = 60) and sixty (N = 60) male, age ranged between 12-19 years, who had passed O' level. The Reynolds Adolescents Adjustment Screening Inventory (RAASI) was used to measure psychological adjustment. Statistical Package for Social Sciences Version-20 (SPSS-20) was used for statistical analysis. First of all reliability of the scale was determined. Pearson Product Moment Correlation and Independent Sample T-Test were applied to find the quantitative facts of the study. Results revealed that there is negative correlation between psychological adjustment and academic achievement of students who passed O' level. Independent Sample t-test revealed that there is significant difference on
psychological adjustment among students who passed O’ level. The results also showed that female have more psychological adjustment as compared to male.

Seyed Mohammad, Kalantarkousheh(2015) Self-Concept, Social Adjustment and Academic Achievement of Persian Students" International Review of Social Sciences and Humanities Vol. 8 Iss. 2

The present study aimed at exploring the relationship between self-concept and social adjustment with academic achievement of students. The research population was male and female secondary students in Iran, Islamshahr city. The subjects selected through cluster random sampling method including 234 students (122 male and 112 female students). Rogers Self-concept questionnaire and the student adjustment questionnaire utilized. For academic achievement, the first half-year GPA considered. Using SPSS software for data analyzing, the results of the study are; there is a significant difference between girls and boys academic achievement, there is also a significant difference in the overall adjustment between these two groups, but there is no significant difference between their self-concept. To study the relationship between self-concept and social adjustment with academic achievement of the male and female students and its dimensions the correlation matrix of the students’ scores of research variables calculated. The result indicates a significant relationship between self-concept and adjustment. There is a significant correlation between academic achievement and social
adjustment, but there is no significant relationship between self-concept and academic achievement. In general, the results indicated that the better adjustment people have, the more ability they will make progress in their life.

**Maha Al-Hendawi (2011)** Temperament, school adjustment, and academic achievement: existing research and future directions, | Published online: 20 Feb 2012 http://dx. doi. org/10.1080 /00131911. 2011.648371. Pages 177-205

Since the 1980s, research has been examining the role of temperament in education. In particular, academic achievement and school adjustment were among the first variables to be examined. Subsequently, several studies have documented associations between temperament and either academic achievement or school adjustment. However, no review of this literature has been conducted to obtain a clear understanding of the findings of existing research and the issues associated with them. Thus, the purpose of this article is to review the literature relating temperament to academic achievement and school adjustment. This review examined three areas in the study of temperament (a) the definition of temperament, (b) the measurement of temperament, and (c) the results of the reviewed studies. All the reviewed studies found significant correlations between children's temperaments and school adjustment as well as between temperament and academic achievement.
Hiremath C.V. (2011) revealed that, students with high school adjustment have more influence on academic achievement in science than the students with low school adjustment.

Saroja Gudadur (2010) conducted “A study on effect of mental health, social adjustment and socio-economic status on academic achievement of secondary school students”.

Objectives: i) To find out the effect of mental health, school social adjustment and socio-economic status on total academic achievement of IX standard students; ii) To find out the effect of mental health, school social adjustment and socio-economic status on academic achievement in Kannada, English, Hindi, Social Studies, Maths and Science of IX standard students; iii) To find out the difference between boys and girls of IX standard students with respect to mental health, school social adjustment, socio-economic status and academic achievement scores in school subjects; and iv) To find out the relationship between mental health, school social adjustment and socio-economic status with total academic achievement and scores of school subjects of IX standard students.

Methodology: The sample consisted of 400 male and female students studying in IX standard of different schools of Bijapur district. For the selection of the sample stratified random sampling procedure was used.
Findings: i) Interaction effect of high and low mental health, high and low school social adjustment and high and low socio-economic status of IX standard students are not found significantly on total academic achievement and in school subjects; and ii) The girl students have high mental health and high school social adjustment than the boys students of IX standard.


In a study of 121 African-American urban adolescents, the use of spiritual support as a means of coping was found to be significantly related to psychological well-being and adjustment. Those who reported themselves to be most spiritual were also the most well adjusted, with the highest academic performance.

Gurubasappa (2005) studied “Adjustment and mental ability as correlates of academic achievement of secondary school students”.

Objectives : i) to find out whether there is any significant difference in academic achievement of students with different level of adjustment and mental ability; ii) to find out the nature of relationship that exists between academic achievement and adjustment and mental ability; iii) to find out whether there is any main and interactive effect of adjustment and mental ability on academic achievement; iv) to find out whether
there is any main and interactive effect of sex with adjustment and mental ability on academic achievement; and v) to find out whether sex, type of school, medium of instruction, locality and socio-economic status would account for significant difference in the academic achievement.

The IX grade secondary school students have been taken as the subjects for the present investigation. Eight secondary schools situated in the Tumkur district of Karnataka state, were randomly selected. The total sample size included 400 students the selection was done with stratified proportionate random technique. The tools administered for the purpose of data collection are: i) Adolescent Adjustment Inventory by Reddy; ii) Group Test of General Mental Ability Test by Jalota; iii) Students VIII grade annual examination scores were taken as an index of academic achievement. The data were computerized and analyzed with the help of three statistical techniques that is‘t’ test, product moment correlation and two way ANOVA.

Major Findings : i) There is a significant difference in the academic achievement of students with different levels of adjustment and mental ability; ii) There is a significant high correlation between academic achievement and adjustment and mental ability; iii) There is a significant main and interactive effect of adjustment and mental ability on academic achievement; iv) There is a significant main and interactive effect of adjustment and mental ability on academic achievement; and v) There is a significant difference in the academic achievement of students’ related
sex, type of school, medium of instruction, locality and socio-economic status.

**Wei & Williams (2004)** in their study of the relationship between peer victimization and school adjustment in sixth-grade students: investigating mediation effects, conceptualized school adjustment as school attachment, attentive behaviour and academic achievement. School adjustment has also been envisaged as social-emotional developments touching on attention, activity level, anxiety, conduct problems and learning (McGhee and Mangrum, 2007). They designed the McGhee and Mangrum inventory which measures attention and academic problems, hyperactivity and impulsivity, anxiety and oppositional behavior. From the studies mentioned above it is clear that school adjustment incorporates aspects of well-being as well as academic achievement. For this reason the current study operationalized school adjustment as engagement, satisfaction with school and academic achievement.

**Jyothi and Ramakrishnaiah (2000)** conducted “A study to explore the extent of relationship between scholastic achievement and academic adjustment”.

Data were collected from 300 intermediate students. Rao’s Academic Adjustment Inventory was used as the tool. The results revealed that academic achievement was higher among those having
higher academic adjustment and academic adjustment positively influenced academic achievement.

Agarwal’s (1999) study on adjustment of failed and passed students of five districts of Garhwal region of Srinagar showed that the adjustment has no significant relationship with achievement.

Nair’s (1999) another study of personality and familial variables discriminating between over and underachievers in secondary school science and mathematics showed no significant difference in personal adjustment of over and underachievers in science.

Balboni and Pedrabissi (1998) examined relationships between adjustment and academic achievement and effects of socio-cultural background on parental expectations for primary school students in Italy. Found a significant relationship between adjustment and achievement. Parents were more willing than teachers to excuse poor adjustment or behaviour in a high-achieving child. Students from lower social backgrounds were judged less favourably than other pupils.

Mathewson (1997) conducted a study of personality factors related to achievement in science. The survey revealed that the mean scores of normal achievers were significantly lesser than the mean scores of underachievers in test anxiety and achievement. Personal adjustment, social adjustment, social facilities, self-acceptance were accounted with the cognitive outcomes of the total student population.
Richard et al., (1995) in his study significant developmental differences were found for student adjustment in a study exploring relations between standardized measures of students’ achievement and teacher ratings of student adjustment for K-2 students in mixed-age classrooms. Teacher ratings of student adjustment were significantly lower for kindergartners compared to second graders. Regression analysis indicated student age, gender, and achievements were significantly predictive of teacher ratings of student school adjustment.

Rajmanikam and Vasanthal (1993) found in their study that there was a significant positive correlation between adjustment and achievement.

Joshi (1990) found that overall achievement of students was not significantly correlated with adjustment in general.

Ramachandran (1990) in his study of relationship between performance and some of the psychological variables found that Adjustment problems have been found to be negatively associated with achievement.

Kapoor and Rita (1987) studied “The factors responsible for high and low achievement at the junior high school level”.

The objectives of the study were: To find out the factors related to high and low academic achievement at the junior high school level.
The sample of the study selected randomly from class VIII of recognized and aided junior high schools of Lucknow, consisted of 1396 students (696 boys and 700 girls) of age range 13 to 14 years. The tools of the study were; i) Raven’s Progressive Matrices Test (1985 Revision) ; ii) Kulshreshtha’s Socio-economic Status Scale ; iii) Mittal’s Adjustment Inventory; and (iv) Patels Study Habits Inventory. Besides these tools marks in the junior high school examination were taken as the criterion of academic achievement. Data were tabulated and analysed using suitable statistical techniques.

The findings of the study were: i) Among both the boys and girls the high achievers tended to show a higher level of intelligence as compared to the average and the low achievers; ii) A majority of the high achievers belonged to higher SES groups and a large number of low achievers belonged to the lower SES group; iii) The high achievers had better home, health, social, emotional and school adjustment. The overall adjustment scores of high achievers were also significantly higher than the overall adjustment scores of the other two groups ; and iv) Among boys and girls, the high achievers had better study habits as compared to the average and the low achievers. The high achievers tended to plan their studies properly, had proper reading habits, could concentrate on their studies, and prepared for the examination in a better planned manner.
Ahluwalia and Kalia (1987) found that high achievers have less adjustment problems in the school adjustment area in comparison to low achievers. No significant difference was observed on social adjustment between these groups. Female high achievers were found to be better adjusted socially.

Shivappa (1980) in a study of factors affecting academic achievement of high school pupils noticed that personal adjustment is a negative correlate of school achievement.

Somasundaram (1980) noticed a positive relation between social adjustment and school achievement.

Saxena (1979) noted that underachievers in schools were significantly poor in adjustment in their social surroundings than the overachievers.

Goswami (1978) studied “The Self-concept of adolescents and its relationship to scholastic achievement and adjustment”.

The objective of the investigation was to study the self-concept of the school going adolescents and its relations to sex, intelligence, place of residence scholastic achievement and adjustment.

The sample consisted of 765 students (male and female) of class X of the secondary schools of Agro city and two of its tinsels.

The tools used were: i) A self-concept test entitled Iswatva-Bodh Prakashan which was prepared for this purpose, ii) A test of general ability
developed by Joshi and iii) A test of adjustment entitled, Vyaktitva parak prashnavali developed by Saxena.

The findings of the study were: i) the global self concept of male adolescents was significantly different from that of female adolescents; ii) Self concept and intelligence had a significant positive correlation; iii) Self concept means scores of urban and rural students had no significant difference; iv) Global self concept and scholastic achievement had a significant positive correlation; and v) Self concept and adjustment had a significant positive correlation.

Reddy (1978) studied “The related academic adjustment and scholastic achievement of secondary school pupils”.

The objective of the investigation was to carry out a longitudinal study of the relation of academic adjustment to scholastic performance of secondary school pupils at the terminal stage of their education.

The sample comprised 250 students of class VIII from rural semi-urban and urban areas selected randomly and followed till they reached class X. The tools used were an adopted form of Rao’s Academic Adjustment Inventory, a sentence completion device to assess the attitude to self, learning, achievement, parents, teachers and peers, Raven’s standard progressive matrices, Rao’s Socio-economic Status Scale and personal data sheets. The data were analysed using analysis of variance,
t-test, chi-square test and correlation techniques, and repeated measurement design was used.

The major findings of the investigation were: i) Academic adjustment was significantly related to scholastic performance; ii) Mental ability and scholastic performance were moderately related; iii) Beyond the necessary minimum level of ability any increment in mental ability was not directly related to the increase in academic adjustment level; iv) The attitudes to self learning, achievement, parents, teachers and peers were positively related to academic adjustment and scholastic performance; v) The order of birth and the size of the family were not related to academic adjustment nor to scholastic performance; vi) The socio-economic status of the pupils parents was not significantly related to scholastic performance at class VIII and class IX but at class X the pupils hailing from homes with higher socio-economic status performed better; and vii) Academic adjustment was independent of socio-economic status, scholastic performance and consistency in vocational preference were unrelated.

Iyer (1977) in his study of factors related to underachievement in mathematics among secondary school children of Kerala found that social adjustment has a significant role in differentiating between under and non-underachievers in mathematics.
Iyer (1977) in a study of factors relating to mathematics achievement found a definite relation for personal adjustment with achievement of secondary school pupils.

Seetha (1975) found out that no significant relationship existed between social adjustment and academic achievement.

Abraham (1974) in a study relating to factors that affect achievement concluded that the achievement level is associated with personal and social adjustment.

Sharma’s (1972) results showed that there were significant differences among the overachievers, average achievers and underachievers with regard to their adjustment in school, home and social fronts. The overachievers were better adjusted than the underachievers in all their areas of adjustment.

Badami and Goswami (1973) found that social adjustment is significantly associated with school achievement and that social adjustment may be attained through efforts.

Rao (1970) in a study relating to scholastic achievement found that high achievers and low achievers differ significantly in their personal adjustment.

Srivastava (1967) found that underachievement was related to poor family, school and emotional adjustment.
Mathur (1963) studied “The effects of socio-economic status on the achievement and behaviour”. The results revealed that achievement was highly correlated with adjustment.

2.3 Studies Related to Study habits and Academic achievement


The Study was conducted to investigate the significance of relationship between Achievement in Chemistry and Study Habits. Sample of the study consisted of 151 IX class students selected randomly from two Government schools of Ludhiana city. Study Habit Inventory by Achievement test in Chemistry (developed and standardized by the investigator) and Study Habit Inventory by Mukhopadhyaya and Sansanwal (2011, revised) were used as tools for data collection. The results of the study showed that there exists a positive and significant relationship between the two variables of the study.


The present study estimates the global validity of existing constructs and serves as the basis for the development of the Self-Reported Study Habits for International Students (SR-SHI) used to identify at-risk
students in international programs. One-year classroom observations, recollection of study habits though interviews with high performing students show that they are mainly from low-context and individualistic countries while most low performing students come from high-context and collectivistic countries. Among other aspects, high performing students give opinions based on reading material and class content, use the expression "I think", ask questions in class, are on time, ask for feedback regarding assignments, take notes in class and while studying, look for the professor after class, seat at the front of the classroom and attend every class, study in silence and alone at regular times along the whole semester, read the material about two weeks before the exam, review notes before the exam, talk about the content with other students. On the other hand, low performing students remind quite the whole semester, miss at least three classes per semester, are normally late, sit at the back of the classroom, don't take notes in class and never look for the professor after class-hours. It seems that specific training programs at the start and during the semester as well as training on cultural intelligence were identified are necessary.

This study was performed to investigate the learning styles, study habits and academic achievement of Chemistry students enrolled at the University of the West Indies (the UWI), Cave Hill Campus. The questionnaire used to assess these variables consisted of the Paragon Learning Style Inventory which measures the four learning style dimensions extrovert/introvert, sensate/intuitive, feeling/thinking and judging/perceiving along with the Study Habits Inventory which measures the study habits displayed by the students. There were 59 students who participated in the study. The reliability of inventories was determined using the Cronbach coefficient alpha. The data collected was analyzed by the t-test, ANOVA and linear regression at a confidence level of 0.05. It was concluded that among the students the introvert, sensate, thinking and judging learning styles were most prevalent. There was no statistical difference in the study habits of the students based on level or the learning styles based on level, and study habits or academic achievement based on study habits and learning styles. The contribution of the learning styles and study habits as predictors of a chemistry student’s academic achievement in group theory was not significant however, extrovert/introvert learning style dimension is the highest contributor.

This study examined the usefulness of Imbibing in the students study habit as a means of enhancing their academic performance. The study tried to delve into the fallen standard of education in Nigeria and reasons for the fallen standard from the perspective of the stakeholders in education, the teacher, parents as well as the students themselves. The study also examined efforts that have been put in place in die past to put an end to the fallen standard of education. In these regard, some hypothesis were raised to find out reasons for the fallen standard. However, the study showed study habits enhances the academic performance. Furthermore, the difference in the study habits are attributed to the facts that students do not know how to study and those that manage to study do not adopt effective study methods!

Singh (2011) examined academic achievement and study habits of higher secondary students. The study was conducted on 100 higher secondary students selected randomly from two higher secondary schools. Study habits scale by M.Mukopadhayaya and D.N Sansanwal was used and for academic achievement half yearly exam marks of the students were collected from the records. The result indicates that girls and boys differ significantly in their study habits and academic achievement. It also clears that good co relation in study habits and academic achievement.

Singh (2011) studied Academic achievement and Study habits of higher secondary students and revealed that significant correlation
between Study habits and Academic achievement in higher secondary school students.

**Bhan and Gupta (2010)** examined study habits and academic achievement among the students belonging to scheduled caste and non-scheduled caste group. A random sample of 200 students (scheduled caste and non-scheduled caste) was selected from high schools of urban areas of Jammu city. The results revealed that sex has no significant impact on the study habits and academic achievement of students. Caste has significant impact on the study habits and academic achievement of students. Non scheduled caste students have significantly better study habits and academic achievement than their counterparts. However, no interactional effect of sex and caste was found on the study habits and academic achievement of students belonging to scheduled caste and non-scheduled caste group.

**Alex (2009)** conducted “A Study on Study Habits and Academic Achievement of Children from Broken Families with Special Reference to Higher Secondary School Students”.

The major objective of the study was to analyse the academic achievement and study habit of children belonging to broken families. Normative survey method was used for this study. The sample comprised of 186 students studying in class XI and class XII, of which 106 students were belonging to the broken families. The students were studying in
different higher secondary schools located in Kollam district was taken as sample. The major findings were: (i) there is significant difference between children from broken families and children from normal families with regard to their academic achievement. (ii) there is no significant difference with regard to gender from children belonging to broken families in respect of their academic achievement scores. (iii) there is significant difference between boys and girls of broken families in respect to their study habits and there is no significant difference between urban and rural children of broken families in respect of their study habits.

**Chugh and Audichya (2004)** conducted a study on “Academic Achievement of the Orphan Boys of 6 to 12 Years”.

Objectives: i) To assess the level of academic achievement of the orphan boys of 6 to 12 years; ii) To assess the affect of personal and environmental variables on academic achievement of orphan boys.

Method: The total sample for the present study is consisted of 30 boys between the age range of 6 to 12 years from the orphanages of Udaipur city.

Findings : It was found that personal variables as study habits, academic motivation, I.Q. etc. affect the academic achievement but family variables as parental occupation and education, age, sex, caste, religion, socio-economic status were not affected the academic environment. Environmental variables (both psychological and physical
environment) as emotional and social support, infrastructural and functional facilities of the orphanage affect the academic achievement.

Verma (1996) studied the effect of study habits on academic achievement among 500 students of X class. The sample was selected from schools in Delhi by using random cluster sampling technique. Two way analysis of variance was applied to know the main and interaction effects. The F values of 13.43, 6.84 and 5.59 which were significant at 1 percent level revealed significant independent effect of study habits on performance in Hindi, English and Social Studies. This result further revealed that students possessing good study habits scoring higher than students possessing poor study habits in these courses.

Mehta and Malhotra (1993) carried out a study to find out the predictors of academic achievement among 300 arts students. Stepwise regression analysis revealed that study habit and study attitudes were the important predictors of academic achievement.

Misra (1992) conducted a study on assessing the level of test anxiety, self-concept, adjustment and study habits in predicting academic achievement. The study was conducted on a sample of 88 Oriya male students of and 9th and 10th class in three schools of Bhubaneshwar and Orissa, India. To determine study habits of subjects Wrenn’s (1941) study habits inventory was used and total marks obtained in annual examination was used to know the relationship between the independent and dependent variables. It revealed significant
and positive correlation between study habits and academic achievement.

**Panda (1992)** investigated study habits of disadvantaged and non-disadvantaged adolescents in relation to sex and academic achievement. The sample of the study consisted of 50 disadvantaged boys and 50 non-disadvantaged girls of 8th classes in Orissa, India. The subjects were selected randomly and matched with age, sex, area of living and birth order. Patel’s (1976) study habit Inventory was used in the study. The data was analyzed by applying ANOVA. The F value for sex indicated significant difference. From the mean values, it was revealed that boys had significantly better study habits than girls.

**Sen, Barat Kalpana (1992)** an investigation into the personality make-up, intelligence and study habit of high and low achievers, Ph.D., Edu., Univ. of Calcutta.

Objective: To explore the extent of relationship of study habit pattern, intelligence and several personality factors with the scholastic; achievement at the secondary stage of education.

Methodology: The sample comprised 186 high achievers and 227 low achievers including both boys and girls, classified on their performance in the *Madhyamic Panksha* conducted by the West Bengal Board of Secondary Examination.

They were selected from higher secondary schools/colleges of Calcutta and its suburbs. High achievers were those who had scored
more than 60% and low achievers those who scored between 35% and 44.9%. The study involved the use of three tools, namely NIIP Group Test 70/23, Cattell’s 16 PF Questionnaire Form C (Bengali adaptation) and a questionnaire developed by the investigator herself. The collected data were treated using ANOVA and correlation.

Major Findings: (i) There was an overall significant difference between the two achievement groups in study habit; (ii) The two achievement groups differed significantly on intelligence; (iii) Between the two achievement groups there were differences in the personality factors. Significant differences were found in 12 out of 16 factors (except C, E, G, and H) and (iv) Study habit-achievement, and intelligence-achievement were positively correlated.

Ramaswamy (1990) studied the relationship between study habits and academic achievement in high and low achieving boys and girls of 11th standard in Madurai district, Tamil Nadu, India. The study habit inventory of Patel (1976) was used to measure the study habits. Product moment correlation was used to find out the relationship between study habits and academic achievement. The correlation analysis revealed significant relationship between study habits and academic achievement variables.

Objective: To find out the relationship between selected study habits and academic achievement.

Methodology: The present study was conducted on randomly selected 90 final years 1985-86 B.Sc. (Home Science) students of the College of Home Science. The Study Habit Inventory developed by Bhai Lal Bhai and Patel was used as a tool to collect the data. Coefficient of correlation was used in the treatment of the data.

Major Findings: i) Home environment of the students and planning of schedule was significantly related to their academic achievements; ii) Suggestions and comments were related to academic achievement; iii) the relationship between concentration for examination and academic achievement was significant; iv) Significant relationship between study habits and academic achievement was found; v) Students' habits and interests also influenced their academic achievement; vi) College environment was related to study habits.

Mehta et al. (1989-90) studied the psychological correlates of academic achievement at school level. The sample comprised of 300 students of 9th and 10th class. Total marks obtained in 8th and 9th annual examination were used as measures of academic achievement. Survey of study habits and attitudes by Brown and Holtzman (Form C., 1964) was used to measure study habits. The study reported a positive and significant correlation between study habits and academic achievement.
Nagailiankim, Caroline (1988) an investigation into the attitude and study habits related to achievement in mathematics of Class IX students in Shillong, M. Phil, Edu. North Eastern Hill Univ.

Problem: The study attempts to find out the attitude of the students towards mathematics and study habits of the students and their relationship with achievement in mathematics.

Objectives: i) to find out differences in attitude towards mathematics of students with high, average and low mathematics achievement and ii) to find out differences in study habits of students with high, average and low mathematics achievement.

Methodology: All the students studying in Class IX of ten high schools in Shillong, selected randomly, provided the sample of 326 students for the study. The tools used were a Likert type attitude scale meant to measure the attitude of students towards mathematics, an Achievement Test for mathematics of Class IX students, and Rao's Study Habit Inventory, Descriptive statistics and analysis of variance were used to treat the data.

Major Findings: i) No significant difference was found in the attitude towards mathematics of students grouped high, average and low mathematics achievement; ii) No, significant differences were found in the study habit scores of high, average and low achievers in mathematics; iii) Male and female students belonging to high, average
and low scores on mathematics achievement did not show significant
difference in their attitude as well as study habit scores; and iv) Non -
tribal students showed significantly higher attitude scores as well as
higher achievement score on mathematics, but did not show significant
difference in their study habit scores as compared to the tribal students.

Ghalsasi (1988) a descriptive and experimental study in the field
of study habits/skills of students in secondary schools Ph.D., Edu. Univ.
of Poona.

Objectives: (i) To find out the trends and patterns in the existing
study habits of student; (ii) to explore the relationship between study
habits and socio- economic background; (iii) to prepare a programme to
develop the desired study habits/ skills; (iv) to find out the effect of the
programme on study habits and academic performance, and (v) to
ascertain the teachers views about students study habits/ skills.

Methodology: A random sample of 950 students studying in
Classes VIII, IX and X was chosen from Pune City. Another sample of 45
teachers teaching science in those schools was also chosen using
random tables. The data were collected by administering Palsane's Study
Habits Inventory, Nafde's Non - Verbal Test of Intelligence and a
questionnaire developed by the investigator Academic achievement was
taken as scores from the school records. Solomon's Four Group
Experimental Design was used for finding out the efficacy of the
programme developed.
Major Findings: (i) significant differences were not noticed between the study habits scores and the achievement scores; (ii) The majority of the students had no clear idea about the purpose of studying and the objectives of schooling their response being 'better jobs' 'knowledge' social status' etc.; (iii) Nearly 60% of the students could do silent reading but there was lip movement and murmuring during silent reading; (iv) Nearly 25% of the students could not get time for studying at home; (v) Over 70% of the students did not prepare a timetable for studies; (vi) Not more than 50% of the students got guidance from parents; (vii) The analysis of variance of study habits indicated that the treatment through the programme provided was effective in changing the study habits in the desired direction; and (viii) The analysis of co-variance of Academic achievement indicated that treatment through the programme was effective in improvising the achievement in the positive direction.

**Sharma (1984)** assessed the study habits and underachievement among rural girls. The results revealed significant differences in the study habits scores of under and high achievers (p<0.01). The results of ‘t’ test very clearly revealed a close relationship between the poor study habits and academic underachievement.

**Briggs et al. (1971)** assessed the study habit modification and its effect on academic performance. The purpose of this research was to determine the effects of a treatment procedure with combined psychological conditioning with a well known study technique (RSQ3R)
upon the academic performance of ‘high-risk’ students. The results revealed that psychological conditioning has a good effect on the academic performance of ‘high-risk’ students.

2.4 Conclusion

Review of the studies cited above leads to the following conclusions:

i. The studies by Parker (2004), Umadevi (2009), Adeoye (2010), Chamundeswari (2013), Upadhyaya (2013), Bhadouria (2013) revealed that Emotional intelligence was significantly related to academic achievement. Whereas, Subhamanyamrao (2007) and Patil (2010) in their studies found that, there is no relation between Academic achievement and Emotional intelligence.


habits are significantly related to academic achievement and Sharma (1994) found a close relationship between poor study habits and academic underachievement, but Ghalasi (1988) revealed that significance differences were not noticed in the study habit scores and Achievement scores. Nagailiankim, Caroline (1988) revealed that no significant differences were found in the study habits scores of high, average and low achievers in mathematics. Gupta (2010) found that sex has no significant impact on the Study habits and Academic achievement of students.

A critical appraisal of both Indian and foreign studies revealed that there are some gaps on the relationship of Emotional Intelligence, School Adjustment and Study habits with Academic achievement of students.

Hence, there is a need to bring together greater number of factors influencing on Academic achievement of students and to study their interaction effects. Therefore, the present study is an attempt to investigate the relationship of students Emotional Intelligence, School Adjustment and Study Habits on Academic achievement in Social science.